

# ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

REVISE 3/21/05

### **Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Craig S. Peck

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Frank C. Leal Elementary School

(As it should appear in the official records)

School Mailing Address 12920 Droxford Street

(If address is P.O. Box, also include street address)

Cerritos

California

90703 – 6068

City

State

Zip Code+4 (9 digits total)

County Los Angeles

School Code Number\* 19-64212-6085609

Telephone ( 562 ) 865-0209

Fax ( 562 ) 402-5950

Website/URL http://www.abcsd.k12.ca.us/dist\_info/schl/lealftp E-mail Craig.Peck@abcsd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Ronald Barnes

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ABC Unified School District

Tel. ( 562 ) 926-5566

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Celia Spitzer, President

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

# PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |               |                     |
|---------------|---------------------|
| <u>19</u>     | Elementary schools  |
| <u>5</u>      | Middle schools      |
| <u>      </u> | Junior high schools |
| <u>5</u>      | High schools        |
| <u>      </u> | Other               |
| <u>29</u>     | TOTAL               |

2. District Per Pupil Expenditure: \$6,497

Average State Per Pupil Expenditure: \$6,822

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

9 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>PreK</b>					<b>7</b>			
<b>K</b>	43	35	<b>78</b>		<b>8</b>			
<b>1</b>	44	53	<b>97</b>		<b>9</b>			
<b>2</b>	45	53	<b>98</b>		<b>10</b>			
<b>3</b>	56	43	<b>99</b>		<b>11</b>			
<b>4</b>	52	56	<b>108</b>		<b>12</b>			
<b>5</b>	44	64	<b>108</b>		<b>Other</b>			
<b>6</b>	58	48	<b>106</b>					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								<b>694</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| 8          | % White                          |
| 5          | % Black or African American      |
| 9          | % Hispanic or Latino             |
| 77         | % Asian/Pacific Islander         |
| 1          | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	44
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	57
<b>(4)</b>	Total number of students in the school as of October 1	694
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	1
<b>(6)</b>	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 25 %  
176 Total Number Limited English Proficient  
 Number of languages represented: 18  
 Specify languages: Korean, Mandarin, Cantonese, Spanish, Filipino, Thai, Gujarati, Khmer, Punjab, Farsi, Taiwanese, Vietnamese, Portuguese, Arabic, Hindi, Urdu, Chaozhou, and Bosnian
9. Students eligible for free/reduced-priced meals: 11 %  
 Total number students who qualify: 76

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %  
57 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>37</u> Speech or Language Impairment
<u>9</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Emotionally Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>24</u>	<u>9</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>4</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>32</u>	<u>24</u>

12. Average school student-“classroom teacher” ratio: K-3 20:1 4-6 32:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	98%	98%	98%
Daily teacher attendance	96%	96%	95%	96%	96%
Teacher turnover rate	3%	3%	6%	6%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## PART III – SUMMARY – Frank C. Leal Elementary School

## School's Mission

The staff, students, and parents of Leal Elementary School are committed to providing an effective instructional program that will equip students for a productive work life, enable students to participate in a democracy as effective and informed citizens, encourage continuous individual development, and prepare students to join a culturally diverse society.

Leal Elementary is a visual and performing arts magnet school located in the city of Cerritos within the ABC Unified School District. This Los Angeles County school services 708 students in kindergarten through sixth grade. The diverse student population is approximately 77% Asian, with the remaining 23% of the students being Caucasian, African-American, Indian, Filipino, and Hispanic. We have approximately 180 English Language Learners (ELL) and 130 Gifted and Talented Education (GATE) students. A Special Day Class (SDC) servicing 12 mentally handicapped upper grade students is housed on our campus.

At Leal, we have earned and maintained a strong reputation for student achievement, which is our district's number one goal. The Leal "family" of students, staff, parents, and community members embraces and supports our school motto, "Academic Excellence...A Leal Tradition." This motto encourages high expectations for everyone involved in the educational process. Through our combined efforts, the students at Leal continue to achieve academic success. Our most recent Academic Performance Index score of 934 is evidence that our motto is very much a reality.

It is our shared belief that the delivery of an exemplary standards-based instructional program is the guiding force behind student success. Teachers believe in and perform consistently above the call of duty. Our students take an active part in their learning by setting high expectations for themselves, and they are continually supported by their parents. This commitment to success begins in kindergarten with student presentations, spelling tests, and dictation sentences, and it continues on to sixth grade as students involve themselves in sophisticated debates and in-depth research reports.

Demonstrating continued commitment to education, the Leal staff wrote and received a million dollar federal grant to become a magnet school. Parent and staff surveys were conducted to choose the visual and performing arts as the academic theme. This state-of-the-art program, which has been in effect since 1998, is standards-based with the arts threaded throughout the regular curriculum. It includes additional instruction by a music teacher and a dance specialist. As a result of this thematically enhanced enrichment, students' test scores have continued to increase each year, and the students have exhibited a heightened level of confidence, enjoyment, and satisfaction in their academic efforts.

The culture of Leal Elementary School is a positive and cheerful one. Our philosophy encompasses working effectively together, respecting each other as colleagues, welcoming parents into the classroom, and—above all—making each and every student at Leal feel comfortable in a non-threatening environment. The stability of our staff and students has proven that Leal is providing the optimum educational setting.

At Leal, we are constantly seeking new programs, strategies, and activities to continue to provide powerful learning experiences for all students so that we may maintain the high standards we have set for ourselves. We are extremely proud of the school we have created together, for there is a true feeling of ownership throughout the staff and a strong sense of community with our students and parents.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

**Describe in one page the meaning of the school’s assessment results in reading and mathematics.**

The Leal community is proud of the fact that our students consistently perform in the top 5% of all schools in the state of California on state-required standardized tests. It is our strong academic program based on the California State Standards that enables students to achieve exceptional results as indicated by the Academic Performance Index (API).

The state of California testing procedures include the CAT-6 (norm-referenced) and the California Standards Test (criterion-referenced) in language arts and mathematics. The California Standards Test measures student progress in relation to the state content standards. Student scores are reported as five performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The California Department of Education measures school success through the Academic Performance Index. The API is a score on a scale of 200-1000 that annually measures the progress of individual schools in California. The state has set 800 as the target score that schools strive to achieve; Leal scored 934 in the 2003-2004 school year. Schools are then given a state-wide rank of 1 (low) – 10 (high); Leal has received a state-wide rank of 10 each year.

The following table displays the percentage of students who scored Advanced or Proficient on the California Standards Test (CST) for 2002-2004. All students were tested with the exception of students absent due to illness.

California Standards Test  
Percentage of Students Categorized as Advanced or Proficient

	2002	2003	2004
English Language Arts	77%	83%	80%
Mathematics	84%	90%	89%

Historically, Leal’s students have achieved higher scores in the area of mathematics than in language arts. Through a collaborative effort in analyzing test data, the staff has concluded that the disparities between these subjects are due to the large number of English Language Learners in our school community. Students in the English Language Development program are often able to communicate orally; however, their writing and reading skills develop at a slower pace. Therefore, the language arts and math subtests involving reading are often challenging for the English Language Learner.

Leal Elementary School uses additional measures to assess student progress in language arts and mathematics. All students in second through sixth grades participate in an annual writing assessment that is scored holistically based on the district-scoring rubric. In addition, math standards assessments are given as standards are taught to determine whether or not individual students have mastered grade level math concepts. Classroom instruction in math and language arts is based on formative assessment data that guides teachers as they design appropriate instructional experiences for students.

*Information on the state assessment system is provided on-line at <http://www.cde.ca.gov/ta/>.*

**Show in one-half page how the school uses assessment data to understand and improve student and school performance.**

Although Leal's students are performing at an extremely high level, we recognize the need for improvement and continue to seek new ways to further the students' educational growth. Through the use of a variety of assessment tools, we are able to analyze student progress and plan for effective instruction. Each September, our teachers, specialists, and administrators meet to analyze CAT6/CST results and create grade level goals to meet state-wide standards for the year. These goals are based upon three strengths and three weaknesses identified in math, language, and reading. Grade level teams use group analysis reports and individual student test results to determine specific target areas. Available through the district is the QSP computer program, which allows teachers to disseminate standardized test data in a variety of ways such as comparing whole groups, sub groups, and long/short range tracking of individual students. After a thorough analysis of test data, teachers identify strategies that address grade level needs. Each teacher is given a copy of the school-wide academic goals and works to meet these goals. In addition, all grade levels are provided with the district's key standards that are based upon the California State Standards. Assessment from state-adopted textbooks and curriculum, daily homework, and teacher observations are used to monitor student progress and academic needs. By utilizing all of these results and comparing them to the standards, we are—with all certainty—delivering an effective instructional program that addresses our district's number one goal: student achievement. This effective instruction is also driven by district level assessments. The district-adopted computer-based reading test (*Scholastic Reading Inventory*), the district writing assessments (specific prompts for each grade level with rubrics), and the district-created math tests are directly aligned with the state content standards.

**Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

At Leal, parents, students, teachers, and community members are valued, and everyone collaborates as dedicated partners in the educational process. Communication is essential in this collaboration. Leal families are well-informed and regularly receive information about grade level standards and expectations through the Leal Web site, Back-to-School Night presentations, the monthly school newsletter the *Leal Ledger*, Open House, parent-teacher correspondence and conferences, and district grade level curriculum expectations booklets. Parents also receive information via the "Kindergarten Welcome Tea," "Coffee with the Principal," classroom Web sites and newsletters, School Site Council, the Leal Elementary Arts Program Foundation, and town hall meetings. Academic performance is relayed to parents through a standards-based, rubric format report card. Specific assessment data from sources such as the *Scholastic Reading Inventory*, STAR (yearly state testing), and district writing assessment scores are sent to all parents. Tips on how parents can help their students in language arts and math are also regularly published in the *Leal Ledger*. For families whose primary language is Cantonese, Korean, or Spanish, translation is available.

Leal students know their progress towards achieving state standards through teacher evaluation of daily work, student-teacher conferences, progress reports, and report cards. Beginning in kindergarten and continuing on through sixth grade, students are taught to evaluate their own work and that of their peers using rubrics and anchor papers. In addition, students regularly select, score, and comment on their own math and language arts assignments, which are housed in student portfolios. At awards assemblies, students are recognized for academic excellence, good citizenship, and exemplary "Character Counts" traits.

The community is kept informed of student progress through our school Web site, the School Accountability Report Card, the School Plan, the annual district newspaper, the local newspaper (the *Community Advocate*), and the regional newspapers (the *Press Telegram* and the *Los Angeles Times*). In addition, community members receive firsthand knowledge of students' work and progress through participating in school-community events (such as Principal for the Day and Community Read Aloud) and by attending various classroom and school performances.



**Describe in one-half page how the school will share its successes with other schools.**

Leal strongly believes in sharing ideas, strategies, lesson plans, programs, and success stories within our district and throughout the global education community. Many teachers on our staff are members of various district curriculum committees. Several teachers organize and present at district-wide teacher workshops and professional growth conferences. Because members of the educational community are always invited to Leal's Family Science Night and VAPA culminating activities, these programs have been replicated throughout Southern California.

We are actively involved in supporting new teachers through the district's Beginning Teacher Support and Assessment (BTSA) Program. The BTSA coordinator, who is a Leal staff member, has recruited many Leal teachers to serve as mentors. In addition, Leal teachers are often requested to be Master Teachers by local colleges such as California State University Long Beach (CSULB), Biola University, and Hope University. At the state level, our teachers have been involved in activities such as the K-12 Alliance science teacher training and the State Technology Commission.

Our resident Fullbright Memorial Scholar has spearheaded opportunities for worldwide exchange through the International Education and Resource Network (IERN). She has facilitated communication with students and educators throughout Asia, Europe, the Middle East, Australia, and South America. Over half of Leal's teachers have been involved in sharing activities and ideas through IERN, the International Peace Program, the Pacific Rim Conference, the Center for Language Minority Education Research of CSULB, and the Jane Goodall Institute's Roots and Shoots Program.

## **PART V – CURRICULUM AND INSTRUCTION**

**Describe in one page the school's curriculum.**

Every student at Leal School is exposed to a rigorous, balanced curriculum based on the California State Standards, district goals, and school-wide expectations. The core curricular areas of language arts, mathematics, social science, and science are supported by standards-based, district-adopted texts. Instruction in visual and performing arts, health, physical education, and character education is integrated throughout the core curriculum to support and enhance student learning.

Leal implements the state- and district-approved Houghton Mifflin language arts and mathematics series in grades K-5. To prepare for the middle school curriculum, our sixth grade uses the McDougal Littell language arts and mathematics series. The Houghton Mifflin science series and the Harcourt Brace social studies series are used in grades K-6. All of these materials were reviewed and selected by district teacher committees with input from individual school personnel; they were chosen because of their balanced approach, their strict adherence to state standards, and their application to our diverse multilingual student population. Development of seamless articulation across grade levels provides guidance for upcoming instruction and ensures teacher accountability.

Leal's research-based language arts program provides integrated instruction in reading, writing, listening, and speaking. Our primary grade reading program, which includes phonemic awareness, phonics, vocabulary, word attack, fluency, and comprehension skills, lays the foundation for creating successful readers. Our upper grade reading program builds upon these primary grade skills, further emphasizing comprehension while developing and applying critical thinking skills. Leal's writing program emphasizes our belief that students should write for a variety of purposes, audiences, and genres to demonstrate knowledge and critical thinking. Each grade level focuses on specific genres of writing and uses the writing process to develop fluency and creativity. The use of the 6-Trait Writing Program and the Four Square Writing Method provides a framework and self-assessment component for student achievement in writing. Spelling is fully integrated with students developing life-long word-attack skills through exposure to grade-specific core lists and high frequency words.

At the heart of Leal's mathematics program is the goal that all students will employ strong mathematical reasoning and have the ability to apply these skills to everyday situations. The Houghton Mifflin series provides a strong standards-based curriculum with multiple components for enrichment and intervention. Manipulatives, technology, games, simulations, math journals, daily warm-ups, and periodic

review of concepts previously taught are all utilized to ensure that students have a strong understanding of required concepts. The hands-on approach enables students of different readiness levels to develop proficiency in conceptual understanding, problem solving, computation, and procedural skills. In addition, hands-on algebra is taught to fifth and sixth grade students in order to prepare them for middle school.

The social science program encourages students to become responsible, contributing members of society. The program is supplemented by such activities as the sixth grade's Living History Museum, pen pals with students in foreign countries, Student Council, and visual and performing arts thematic units highlighting social science concepts.

Our science curriculum includes a comprehensive plan at each grade level in the life, earth, and physical sciences. Teachers engage students in the scientific process, experiments, and research activities. Annual Family Science and Astronomy Nights, science assemblies, sixth grade science camp, and interactive Jet Propulsion Laboratory virtual tours enhance this knowledge base.

To complete a well-rounded educational program, students are engaged in weekly lessons in physical education, health, music, dance, library/media skills, and visual and performing arts (VAPA). As a VAPA magnet school, specialized instruction is extended across the curriculum. Students have ample opportunities to perform not only for our Leal student body, but for local and international communities as well. Integration across all curricular areas enables students to develop a deeper understanding of the content areas and to become confident, lifelong learners.

### **Describe in one-half page the school's reading curriculum.**

Leal's staff strongly believes that students learn to read through an articulated, integrated, standards-based approach to teaching the four language arts domains: reading, writing, listening, and speaking. Adoption of the Houghton Mifflin research-based language arts series (kindergarten-fifth grades) and the McDougal Littell language arts series (sixth grade) best supports this philosophy. Due to our diverse population, differentiated instruction is the cornerstone of the reading/language arts program. The Houghton Mifflin series, in conjunction with the current best practices, is used to help meet the individual needs of our students. This program provides excellent resources geared to the instructional needs of English language learners, special education students, students with learning difficulties, and advanced learners. The skills and strategies in this series are delivered through explicit, systematic instruction and build a strong foundation for reading success. Skills include letter recognition, phonemic awareness, phonics, high frequency word recognition, vocabulary, spelling, grammar, and writing. As the students progress, there is a gradual shift from "learning to read" to "reading to learn" along with a strong emphasis on increasing fluency and comprehension. Student anthologies, core literature, leveled library books, *Scholastic News*, the *Los Angeles Times* newspaper, E-Books, the International Digital Children's Library, and *Junior Great Books* are all utilized to meet individual needs and to enhance critical analysis of literature. The district's core literature books, which are closely tied to grade level VAPA thematic units, create an important cross-curricular connection.

Students' progress in reading is continuously monitored. Both of the adopted reading series provide multiple assessment resources that enable teachers to make informed instructional decisions. *Scholastic Reading Inventory* and *Scholastic Reading Counts*, computerized assessment tools, match each child's reading level to appropriate books. Guided reading, anecdotal records, and running records are strategies used to monitor student progress and guide instruction. At-risk students are eligible for our intensive Reading Intervention Program (RIP), which uses the Burns and Roe Informal Reading Inventory to assess students' progress. English Language Learners (ELL) receive further individualized support from an ELL specialist on a daily basis.

Key indicators of the students' motivation to read are evidenced in several ways. Although reading logs are a part of daily homework, the number of books read school wide far exceeds expectations. Students look forward to participating in book buddy activities across all grade levels. Literature Circles based on students' interests are seen in upper grade classrooms as students discuss and analyze quality literature. The Battle of the Books, a much anticipated year-long activity for our sixth grade students, requires cooperative groups to read, understand, and analyze 32 books; through participation in a type of game-show quiz activity, students demonstrate their knowledge of the material.

**Describe in one-half page one other curriculum area of the school's choice and how it relates to essential skills and knowledge based on the school's mission.**

The Leal Elementary School's mission statement is the driving force behind the visual and performing arts (VAPA) curriculum. Upon receiving the US Department of Education magnet grant, Leal teachers, through extensive and on-going training in the arts, creatively and skillfully integrated the VAPA program throughout the entire school curriculum. Through dynamic staff collaboration, teachers have ventured beyond regular class performances to performing in the 300 seat state-of-the-art Leal Theatre. VAPA plays, literature readings, historical re-creations, and Meet the Masters art lectures are presented in the Leal Theatre. In addition, multinational talent assemblies performed or created by Leal students have been seen in Los Angeles County. Through the facilitation of IEARN, video performances and projects involving the arts are shared internationally with countries in South America, Asia, Australia, and Europe. Many of these performances and units are enhanced by student-developed technology: art, computer graphics, music tracks, and sound/lighting technology.

At Leal, we believe the visual and performing arts are natural and instinctive to each child. The school's language arts program has been carefully integrated throughout all VAPA units. One result of consistent exposure to the VAPA component of the language arts program is that Limited English Proficient (LEP) students more rapidly reach Fluent English Proficient (FEP) status.

Implementation of our VAPA program encourages all students at Leal Elementary to recognize the value of the arts in a diverse culture while developing an understanding and appreciation of the arts. The resulting student confidence and self worth allow all students, English Language Learners in particular, to acquire meaningful knowledge in their pursuit of academic success.

**Describe in one-half page the different instructional methods the school uses to improve student learning.**

Collaboration is the key to our success in the Leal Elementary School community. Each year, the staff and School Site Council meet to analyze information from multiple measures to formulate school improvement goals. Staff meetings are set aside for aligning grade level standards and devising implementation strategies that focus on specific areas for growth as well as remediation. Yearly discussion of data from national and state tests enables teachers to understand and determine instructional strategies needed to achieve student excellence.

Articulation through the grade levels is an on-going process, which is conducted on a monthly basis. Based on these collaborative efforts, teachers utilize a variety of strategies to differentiate instruction for their classrooms while accommodating students' interests, readiness levels, and learning profiles. One way of differentiating instruction is by forming groups in the classroom. Groups may be large or small, heterogeneous or homogenous. Because groups are dynamic in nature, flexibility is a key component, so students move in and out of groups based on individual needs. Other instructional strategies include tiered assignments, direct instruction, cooperative learning, literature circles, learning centers, reciprocal teaching, independent studies, guided reading, computer-assisted learning, writers workshop, distance learning, and cross-age tutoring.

Instructional methods for helping students with special needs go beyond the classroom. Identified GATE students are clustered within our third through sixth grade classrooms and given many enrichment activities. Leal's CLAD teachers are fully trained in a wide variety of strategies for teaching English Language Learners including graphic organizers, preview/review, vocabulary development, realia, TPR, and the Natural Approach. Coordinated student support often includes collaboration with the Student Study Team (SST). The combined efforts of classroom teachers, administrators, special education staff, parents, and support personnel are used to develop an educational plan to support students with special needs.

By utilizing these methods, we are delivering an effective instructional program that addresses our district's number one goal: student achievement!

**Describe in one-half page the school's professional development program and its impact on improving students' achievement.**

The staff at Leal realizes that in order to bring out the best in our students, we must bring out the

best in ourselves, which means keeping both our teaching skills and expertise current. Leal teachers have participated in CLAD and SDAIE trainings, earned district GATE certification, and attended extensive training in technology and visual and performing arts. Logging in well over 2,000 staff development hours last year, our teachers continue to show their dedication to the teaching profession. Staff development at Leal is based upon staff needs, directly aligned with state and district content and performance standards, and is an extension of the implementation of our School Improvement Plan. The staff works to identify areas in which training would be most effective in improving student achievement. Examples of training include Narrative Writing, Using *Microsoft Excel* in the Classroom, Classroom Management with Rick Morris, Meet the Masters, and Hands-On Algebra. The District Staff Development Coordinator schedules after school in-services addressing topics in the area of differentiating instruction, math, language arts, technology, health/science, and social studies.

Leal is fortunate to have a staff member who serves as the District's Science Resource Teacher, and has been recognized as a State Finalist for the Presidential Award for Academic Excellence in Science. Using his expertise to facilitate professional development has enabled teachers to collaborate and learn effective strategies that have impacted student achievement in the area of Science.

New teacher support is endless at Leal as the district's Beginning Teacher Support and Assessment (BTSA) coordinator is a member of our staff and closely monitors new teachers. BTSA meetings focus on curriculum development, classroom management, and strategies for teaching standards in the classroom. BTSA teachers receive support from mentor teachers and district personnel. The BTSA program is fully utilized by teachers as needed.

Our teaching staff is extremely dedicated and professional. Teachers write annual goals with specific personal and professional objectives that reflect on-going improvement efforts, student achievement, and state standards. Within these objectives are commitments to participate in professional development days, district in-services, and school site in-services. A majority of our teachers have furthered their professional accomplishments by either acting as a professional presenter, serving on a program quality review team, chairing a district curricular committee, or facilitating staff development activities.

The on-going professional behavior of the Leal staff is a true depiction of leading by example. Our teachers are not only raising the bar for all of our students, but also setting the standard for other educators!

## **PART VII - ASSESSMENT RESULTS**

### Norm Reference Testing

## Second Grade

### Subject - Reading

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	74	73	85	88
Number of Students Tested	95	98	100	96
Percent of Total Students Tested	100	100	94	96
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	77	74	83	85
Number of Students Tested	65	76	71	69
<b>2. English Learner</b>				
NPR Avg. Student Score	76	71	76	79
Number of Students Tested	34	39	30	30

### Subject - Math

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	90	92	94	93
Number of Students Tested	95	98	100	96
Percent of Total Students Tested	100	100	94	96
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	93	94	92	91
Number of Students Tested	65	76	71	69
<b>2. English Learner</b>				
NPR Avg. Student Score	92	92	91	92
Number of Students Tested	34	39	30	30

### Third Grade

#### Subject - Reading

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	72	64	77	70
Number of Students Tested	100	99	99	99
Percent of Total Students Tested	100	100	99	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	74	68	73	69
Number of Students Tested	73	69	74	65
<b>2. English Learner</b>				
NPR Avg. Student Score	59	49	50	49
Number of Students Tested	25	27	28	34

#### Subject - Math

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	89	89	93	91
Number of Students Tested	100	99	100	99
Percent of Total Students Tested	100	100	100	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	90	92	90	89
Number of Students Tested	73	69	75	65
<b>2. English Learner</b>				
NPR Avg. Student Score	82	91	89	86
Number of Students Tested	25	27	29	34

## Fourth Grade

### Subject - Reading

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	69	73	79	80
Number of Students Tested	107	94	95	94
Percent of Total Students Tested	96	98	99	97
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	72	78	76	76
Number of Students Tested	76	71	66	80
<b>2. English Learner</b>				
NPR Avg. Student Score	53	49	60	62
Number of Students Tested	25	30	31	31

### Subject - Math

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	85	87	89	90
Number of Students Tested	107	94	95	95
Percent of Total Students Tested	96	98	99	98
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	89	91	87	85
Number of Students Tested	76	71	66	80
<b>2. English Learner</b>				
NPR Avg. Student Score	86	81	84	81
Number of Students Tested	25	30	31	32



## Fifth Grade

### Subject - Reading

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	73	73	77	68
Number of Students Tested	104	96	95	96
Percent of Total Students Tested	95	100	99	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	81	74	73	67
Number of Students Tested	76	69	77	59
<b>2. English Learner</b>				
NPR Avg. Student Score	58	49	45	41
Number of Students Tested	26	25	15	22

### Subject - Math

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	82	87	93	85
Number of Students Tested	104	96	95	96
Percent of Total Students Tested	95	100	99	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	89	89	90	84
Number of Students Tested	76	69	77	59
<b>2. English Learner</b>				
NPR Avg. Student Score	75	76	78	80
Number of Students Tested	26	25	15	22

## Sixth Grade

### Subject - Reading

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	74	75	74	83
Number of Students Tested	107	95	95	120
Percent of Total Students Tested	99	100	99	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	75	79	73	79
Number of Students Tested	76	74	57	85
<b>2. English Learner</b>				
NPR Avg. Student Score	53	55	37	49
Number of Students Tested	25	16	13	18

### Subject - Math

Test - California Achievement Test Sixth Edition Survey 2003-2004 & 2002-2003

Publisher - CTB McGraw Hill

Test - Stanford Achievement Test, Ninth Edition 2001-2002 & 2000-2003

Publisher - Harcourt Brace

Scores are reported here in Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
Total Score-NPR for Avg. Student	86	89	92	93
Number of Students Tested	107	95	95	120
Percent of Total Students Tested	99	100	99	100
Number of Students Alternately	0	0	0	0
Percent of Students Alternately	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
NPR Avg. Student Score	89	92	90	92
Number of Students Tested	76	74	57	85
<b>2. English Learner</b>				
NPR Avg. Student Score	79	82	90	82
Number of Students Tested	25	16	13	18

## **PART VII - ASSESSMENT RESULTS**

### California Standards Testing

## Second Grade

Subject - English Language Arts

Test - California Standards Test

Publisher - California Department of Education/ Education Testing Services

	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	99	99
% At or Above Basic	94	95	95
% At or Above Proficient	77	88	88
% At Advanced	42	55	42
Number of Students Tested	95	98	100
Percent of Total Students Tested	100	100	94
Number of Students Alternately Assessed	0	0	0
Percent of Students Alternately Assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	97	97	96
% At or Above Proficient	83	90	93
% At Advanced	54	62	45
Number of Students Tested	65	76	71
<b>2. English Learner</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	98	100
% At or Above Basic	94	95	100
% At or Above Proficient	82	85	100
% At Advanced	47	54	100
Number of Students Tested	34	39	6
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	88	87	83
% At or Above Basic	65	68	60
% At or Above Proficient	35	36	32
% At Advanced	12	12	9

## Second Grade

**Subject - Math**

**Test - California Standards Test**

**Publisher - California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>100</b>	<b>99</b>
<b>% At or Above Basic</b>	<b>95</b>	<b>97</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>91</b>	<b>96</b>	<b>91</b>
<b>% At Advanced</b>	<b>60</b>	<b>81</b>	<b>67</b>
<b>Number of Students Tested</b>	<b>95</b>	<b>98</b>	<b>99</b>
<b>Percent of Total Students Tested</b>	<b>100</b>	<b>100</b>	<b>93</b>
<b>Number of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>97</b>	<b>100</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>94</b>	<b>99</b>	<b>97</b>
<b>% At Advanced</b>	<b>72</b>	<b>86</b>	<b>74</b>
<b>Number of Students Tested</b>	<b>65</b>	<b>76</b>	<b>70</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>97</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>94</b>	<b>100</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>91</b>	<b>97</b>	<b>100</b>
<b>% At Advanced</b>	<b>65</b>	<b>82</b>	<b>100</b>
<b>Number of Students Tested</b>	<b>34</b>	<b>39</b>	<b>6</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>96</b>	<b>96</b>	<b>92</b>
<b>% At or Above Basic</b>	<b>76</b>	<b>76</b>	<b>68</b>
<b>% At or Above Proficient</b>	<b>51</b>	<b>53</b>	<b>43</b>
<b>% At Advanced</b>	<b>23</b>	<b>24</b>	<b>16</b>

## Third Grade

Subject - English Language Arts

Test - California Standards Test

Publisher - California Department of Education/ Education Testing Services

	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	99	98
% At or Above Basic	97	94	93
% At or Above Proficient	84	79	76
% At Advanced	43	33	42
Number of Students Tested	95	99	99
Percent of Total Students Tested	100	100	99
Number of Students Alternately Assessed	0	0	0
Percent of Students Alternately Assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	100	100
% At or Above Basic	97	97	97
% At or Above Proficient	85	84	82
% At Advanced	49	36	50
Number of Students Tested	73	69	74
<b>2. English Learner</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	100	100
% At or Above Basic	92	93	100
% At or Above Proficient	72	63	92
% At Advanced	28	15	50
Number of Students Tested	25	27	12
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	83	84	85
% At or Above Basic	61	63	62
% At or Above Proficient	30	33	34
% At Advanced	9	10	11

# Third Grade

Subject - Math

Test - California Standards Test

Publisher - California Department of Education/ Education Testing Services

	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	100	99
% At or Above Basic	98	99	97
% At or Above Proficient	96	92	87
% At Advanced	82	72	64
Number of Students Tested	100	99	100
Percent of Total Students Tested	100	100	100
Number of Students Alternately Assessed	0	0	0
Percent of Students Alternately Assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	99	100	98
% At or Above Proficient	96	100	93
% At Advanced	88	86	69
Number of Students Tested	73	69	75
<b>2. English Learner</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	96	100	99
% At or Above Proficient	92	96	91
% At Advanced	76	74	58
Number of Students Tested	25	27	12
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	94	91
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

## Fourth Grade

**Subject - English Language Arts**

**Test - California Standards Test**

**Publisher - California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>98</b>	<b>99</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>95</b>	<b>98</b>	<b>96</b>
<b>% At or Above Proficient</b>	<b>85</b>	<b>85</b>	<b>80</b>
<b>% At Advanced</b>	<b>52</b>	<b>54</b>	<b>49</b>
<b>Number of Students Tested</b>	<b>107</b>	<b>95</b>	<b>94</b>
<b>Percent of Total Students Tested</b>	<b>96</b>	<b>99</b>	<b>98</b>
<b>Number of Students Alternately Assessed</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>98</b>	<b>99</b>	<b>95</b>
<b>% At or Above Proficient</b>	<b>87</b>	<b>88</b>	<b>80</b>
<b>% At Advanced</b>	<b>57</b>	<b>61</b>	<b>56</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>72</b>	<b>66</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>96</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>88</b>	<b>97</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>68</b>	<b>70</b>	<b>100</b>
<b>% At Advanced</b>	<b>52</b>	<b>30</b>	<b>83</b>
<b>Number of Students Tested</b>	<b>25</b>	<b>30</b>	<b>12</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>92</b>	<b>93</b>	<b>90</b>
<b>% At or Above Basic</b>	<b>73</b>	<b>74</b>	<b>71</b>
<b>% At or Above Proficient</b>	<b>39</b>	<b>39</b>	<b>36</b>
<b>% At Advanced</b>	<b>16</b>	<b>15</b>	<b>14</b>



## Fourth Grade

**Subject - Math**

**Test - California Standards Test**

**Publisher - California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>99</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>98</b>	<b>96</b>	<b>96</b>
<b>% At or Above Proficient</b>	<b>92</b>	<b>90</b>	<b>87</b>
<b>% At Advanced</b>	<b>69</b>	<b>78</b>	<b>61</b>
<b>Number of Students Tested</b>	<b>107</b>	<b>94</b>	<b>95</b>
<b>Percent of Total Students Tested</b>	<b>96</b>	<b>98</b>	<b>99</b>
<b>Number of Students Alternately Assessed</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>100</b>	<b>100</b>	<b>99</b>
<b>% At or Above Basic</b>	<b>100</b>	<b>98</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>97</b>	<b>94</b>	<b>92</b>
<b>% At Advanced</b>	<b>79</b>	<b>87</b>	<b>67</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>71</b>	<b>66</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>100</b>	<b>97</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>96</b>	<b>94</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>92</b>	<b>87</b>	<b>100</b>
<b>% At Advanced</b>	<b>68</b>	<b>67</b>	<b>92</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>71</b>	<b>66</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>97</b>	<b>93</b>	<b>93</b>
<b>% At or Above Basic</b>	<b>73</b>	<b>72</b>	<b>67</b>
<b>% At or Above Proficient</b>	<b>45</b>	<b>45</b>	<b>37</b>
<b>% At Advanced</b>	<b>18</b>	<b>18</b>	<b>13</b>

## Fifth Grade

**Subject - English Language Arts**

**Test - California Standards Test**

**Publisher - California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>98</b>	<b>100</b>	<b>99</b>
<b>% At or Above Basic</b>	<b>94</b>	<b>97</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>81</b>	<b>76</b>	<b>73</b>
<b>% At Advanced</b>	<b>52</b>	<b>36</b>	<b>34</b>
<b>Number of Students Tested</b>	<b>104</b>	<b>96</b>	<b>95</b>
<b>Percent of Total Students Tested</b>	<b>95</b>	<b>100</b>	<b>99</b>
<b>Number of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>96</b>	<b>97</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>83</b>	<b>79</b>	<b>76</b>
<b>% At Advanced</b>	<b>62</b>	<b>41</b>	<b>38</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>68</b>	<b>76</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>97</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>89</b>	<b>92</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>58</b>	<b>46</b>	<b>86</b>
<b>% At Advanced</b>	<b>27</b>	<b>4</b>	<b>34</b>
<b>Number of Students Tested</b>	<b>26</b>	<b>24</b>	<b>29</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>87</b>	<b>90</b>	<b>92</b>
<b>% At or Above Basic</b>	<b>71</b>	<b>72</b>	<b>72</b>
<b>% At or Above Proficient</b>	<b>40</b>	<b>36</b>	<b>31</b>
<b>% At Advanced</b>	<b>16</b>	<b>10</b>	<b>9</b>

## Fifth Grade

**Subject - Math**

**Test - California Standards Test**

**Publisher - California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>95</b>	<b>100</b>	<b>99</b>
<b>% At or Above Basic</b>	<b>96</b>	<b>94</b>	<b>93</b>
<b>% At or Above Proficient</b>	<b>83</b>	<b>86</b>	<b>76</b>
<b>% At Advanced</b>	<b>46</b>	<b>51</b>	<b>49</b>
<b>Number of Students Tested</b>	<b>104</b>	<b>96</b>	<b>96</b>
<b>Percent of Total Students Tested</b>	<b>95</b>	<b>100</b>	<b>100</b>
<b>Number of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>99</b>	<b>95</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>91</b>	<b>88</b>	<b>86</b>
<b>% At Advanced</b>	<b>57</b>	<b>54</b>	<b>55</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>69</b>	<b>77</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>96</b>	<b>88</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>73</b>	<b>68</b>	<b>87</b>
<b>% At Advanced</b>	<b>27</b>	<b>32</b>	<b>66</b>
<b>Number of Students Tested</b>	<b>26</b>	<b>25</b>	<b>29</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>90</b>	<b>87</b>	<b>91</b>
<b>% At or Above Basic</b>	<b>65</b>	<b>61</b>	<b>59</b>
<b>% At or Above Proficient</b>	<b>38</b>	<b>35</b>	<b>29</b>
<b>% At Advanced</b>	<b>12</b>	<b>10</b>	<b>7</b>

## Sixth Grade

Subject - English Language Arts

Test -California Standards Test

Publisher - California Department of Education/ Education Testing Services

	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	100	97
% At or Above Basic	95	100	88
% At or Above Proficient	75	85	69
% At Advanced	43	51	36
Number of Students Tested	107	95	95
Percent of Total Students Tested	99	100	99
Number of Students Alternately Assessed	0	0	0
Percent of Students Alternately Assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	100	96
% At or Above Basic	96	100	91
% At or Above Proficient	75	91	77
% At Advanced	45	58	47
Number of Students Tested	76	74	57
<b>2. English Learner</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	100	100
% At or Above Basic	84	100	100
% At or Above Proficient	36	62	94
% At Advanced	16	6	63
Number of Students Tested	25	16	16
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	90	87	85
% At or Above Basic	72	71	66
% At or Above Proficient	36	36	30
% At Advanced	12	13	9

## Sixth Grade

**Subject - Math**

**Test –California Standards Test**

**Publisher California Department of Education/ Education Testing Services**

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>94</b>	<b>95</b>	<b>95</b>
<b>% At or Above Proficient</b>	<b>82</b>	<b>88</b>	<b>81</b>
<b>% At Advanced</b>	<b>52</b>	<b>60</b>	<b>49</b>
<b>Number of Students Tested</b>	<b>107</b>	<b>95</b>	<b>95</b>
<b>Percent of Total Students Tested</b>	<b>99</b>	<b>100</b>	<b>99</b>
<b>Number of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of Students Alternately Assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
<b>1. Asian</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>99</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>97</b>	<b>98</b>	<b>98</b>
<b>% At or Above Proficient</b>	<b>88</b>	<b>95</b>	<b>89</b>
<b>% At Advanced</b>	<b>58</b>	<b>70</b>	<b>67</b>
<b>Number of Students Tested</b>	<b>76</b>	<b>74</b>	<b>57</b>
<b>2. English Learner</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>96</b>	<b>100</b>	<b>100</b>
<b>% At or Above Basic</b>	<b>92</b>	<b>94</b>	<b>100</b>
<b>% At or Above Proficient</b>	<b>72</b>	<b>88</b>	<b>94</b>
<b>% At Advanced</b>	<b>36</b>	<b>50</b>	<b>69</b>
<b>Number of Students Tested</b>	<b>25</b>	<b>16</b>	<b>16</b>
<b>STATE SCORES</b>			
<b>% At or Above Far Below Basic</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>% At or Above Below Basic</b>	<b>93</b>	<b>92</b>	<b>92</b>
<b>% At or Above Basic</b>	<b>66</b>	<b>64</b>	<b>62</b>
<b>% At or Above Proficient</b>	<b>35</b>	<b>34</b>	<b>32</b>
<b>% At Advanced</b>	<b>12</b>	<b>10</b>	<b>10</b>